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ABSTRACT

Developed for the Carroll County Public Schools, this Learning Activity Package (LAP) for grade 8 offers a way to provide individualized learning about African cultures. Learning activities presented are based on curriculum and audiovisual materials available in the Carroll County Schools. The focus of the unit is on the effects that tribalism has had upon social changes within Africa. The social studies unit includes learning activities, suggested resources, evaluation tests, and optional or enrichment activities. A teacher's guide accompanies the material, which includes the answers to the pre- and posttests and a list of print and non-print resources needed to complete the LAP. (JR)

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A LEARNING ACTIVITY PACKAGE FOR GRADE 8

AFRICAN CULTURES IN TRANSITION

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

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WHAT IS A LAP?

A LAP or Learning Activity Package is a way to individualize learning. It will not teach you, but will guide you in learning what you need to know. This means that, instead of working with the rest of the class as a group, most of the time you will be working on your own. You will cover the same material that you would have covered as a group, but there are greater benefits to you as an individual. You will work at your own speed and tailor the program to meet your needs. Your contribution is to accept responsibility. No one will be constantly after you to make certain that you are working. However, in one way or another, after you have completed the assignments, your knowledge must be tested. To assure success, you will need to "be on your own back."

And don't forget your teacher. Just because you are working individually doesn't mean that she or he won't help you. Ask for help anytime you can't solve the problem yourself.

DIRECTIONS: How to proceed through this LAP

In this booklet of activities you are to use as many resources as you feel are necessary (films, filmstrips, records, text books, reference books, and pictures are at your disposal.) Many of the activities are designed so that you may choose which parts you would like to work on. You may work in the classroom, library or home. Do your work in ink.

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DIRECTIONS (continued)

Please read the following suggested order for this LAP:

1. Read the Note to Student and Objectives. (Gold)
2. Complete the pre-test on notebook paper. (Canary)
3. Begin working on the required activities. There are three and number 1 must be read first. You must complete all three during the LAP but not necessarily in order. (Green)
4. After completing the activities, take the "self-evaluation." (Canary)
   a. If you cannot answer some of the questions, go back and review your activities.
   b. If you can answer all of the questions, ask the teacher for the post-test.
5. If you cannot pass the post-test, go back and review the activities which cover the questions you missed.
6. When you pass the post-test with at least a "C", you may begin the enrichment activities.

HOW YOU WILL BE GRADED

If you contract for a "C", you must:	1. Complete the required activities. 2. Pass the post-test with at least a "C". 3. Turn in your work (pre-test, activities, post-test) in a folder to be reviewed by the teacher.
If you contract for a "B", you must:	1. Complete the requirements for a "C". 2. Complete <u>one</u> enrichment activity after the post-test. 3. All work must be done at a "B" level.
If you contract for an "A", you must:	1. Complete the requirements for a "C". 2. Complete <u>two</u> enrichment activities after the post-test. 3. All work must be done on an "A" level.

NOTE TO STUDENT

In the twentieth century, many small political units called tribes still exert pressure on the governments of new countries. In this LAP, we will focus on the effects tribalism has had on social changes within Africa. You may wonder why Africa, one of the largest continents in the world, is not occupied by many highly developed nations. By examining the effects of tribalism on the life style and government, you will understand the relationship to social change.

OBJECTIVES YOU WILL ACHIEVE

I. After completing a series of readings and analyzing several maps and charts, you will compare the life style of members of African tribes with the life style of persons living in African cities.

II. Through a small group problem-solving experience, you will rank in terms of importance the major reasons that tribal organizations create difficulties for nations in which a tribe lives.

III. You will complete independent research in order to compare the standards of living of a tribe in Africa with your own family.

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PRETEST

I. Select the best answer; then write the entire sentence on your notebook paper. Do NOT write on this page.

A. Black Africans:

1. are all very similar.
2. include several very different physical types.
3. vary greatly in language, customs, religions, and ways.
4. all of the above.

B. Millions of Africans speak:

1. Bantu languages.
2. their own language as well as Arabic, French or English.
3. only Swahili.
4. Nigerianese.

C. African animists believe that after death:

1. a man's spirit goes to heaven.
2. a man's spirit lives on among his family.
3. man is reborn as another living thing.
4. Buddha is a superior God.

D. The African city breeds discontent because:

1. the old ways of life will not work in the city.
2. no one from the country can get a job.
3. the food is not as good as it is in the tribe.
4. all of these.

E. The major problem with unity in Africa is that:

1. its people are divided into tribes.
2. there are too many countries.
3. there are too many people.
4. Africaners do not get along with Bantus.

II. In a brief paragraph, compare the standards of living of a tribe in Africa with your own family.

SAVE THIS PRETEST IN
YOUR FOLDER ALONG WITH
OTHER PAPERS COMPLETED
DURING THIS LAP.

OBJECTIVE I: After completing a series of readings and analyzing several maps and charts, you will compare the life styles of members of African tribes with the life style of persons living in African cities.

Activity 1: REQUIRED BY ALL

There are many new words you will encounter with the materials in the LAP. Read this list BEFORE you begin any other activity. When you meet one of these words, define it on notebook paper. List your reference, too, in case someone disagrees with you.

a. tribe
b. extended family
c. animism
d. barter
e. supernatural
f. teak, mahogany, ebony
g. ancestor
h. polygamy
i. slash burn agriculture
j. subsistence agriculture
i. bride's wealth

Activity 2: REQUIRED BY ALL

A. Read the following short chapters before doing this activity:
From the Africa: World Inquiry Series:
Manhood - page 41
Marriage - page 48
Magic of Healing - page 54

From the book, Exploring the Non-Western World:
Tribal World - pages 188-189, paragraphs 4-8

B. Describe the traditional life in a tribe, which would include some knowledge of the role of the woman, chief, witchdoctor, the form of education, and the ceremonies of manhood and marriage.

C. Pretend you are visiting an African tribe. Write a magazine article describing how this tribe performs its basic activities (Ten Basic Activities of Man).

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Activity 3: REQUIRED BY ALL

You may do this activity individually or with one other person.

1. Find a map of Africa showing the various tribes.

2. Locate five of the largest tribes in Africa and list them on your paper.

3. Name the countries in which they are located as well as the climate and landforms found in each tribal region.

4. From this information, you should write two sentences which compare the way the people live in each tribe.

5. Are you finished this activity? If you are, your answers will include:
   a. five tribes
   b. a minimum of five climates
   c. a minimum of five countries
   d. a minimum of five landforms
   e. ten sentences

/ OR /

Complete Activity 6, "Selected Peoples of Africa," in the Africa Inquiry Maps series by Barry Beyer.

Activity 4

Read the Springboards article, "Omowale: The Son Returns," a story expressing the conflict between traditional life and technological society.
Here is a guide to help you with some of the words.

Om´ŏ wăl ē Ă jāy´ē Ū mŏf´gă

To test your understanding, answer the five questions on the back of the pamphlet. Then complete the following:
a. Prove the statement: The family is very important in Umofga.
b. Although Ajayi wanted to junk the past and its traditions, what benefits did village life offer?
c. Is Ajayi certain that his way of life is superior? How do you know? And Frank?

/ OR /

Activity 5 — As a final activity for this objective, compare city life to rural life.

View the film loops:
a. City Life in West Africa
b. Progress in West Africa
c. Transportation in West Africa
d. Labor in West Africa

With the information gained from the film loops, construct a chart showing similarities and differences in the ways rural and urban dwellers satisfy five of Man's Basic Activities.

Objective II: Through a small group problem-solving experience, you will rank in terms of importance the major reasons that tribal organization creates difficulties for nations in which a tribe lives.

Activity 6 — REQUIRED BY ALL

Problem: Your country has just won its independence from Great Britain. You have been chosen to serve on a committee to build up your country so that its government is strong and its economy is good. Decide on which of the problems you must solve first, second, third, etc. and how you would go about doing it. After putting the problems in order, answer questions 1 - 5 which follow the problems.

PROBLEMS

Some of the many problems facing new African nations are:

1. Tribal fears and distrust (tribal chiefs do not want to give up their power to a national government)
2. Power struggles between military officers and civilian leaders
3. Overpopulation
4. Unemployment
5. Lack of knowledge about scientific farming
6. Lack of skilled workers in government and industry
7. Leaders are inexperienced
8. Governments are unstable and not very strong economically
9. Need for economic development
10. Rely on a "one-crop" economy
11. Conflict between blacks and whites
12. Disease and poverty
13. Lack of education
14. Tribe is living in two countries or tribe does not recognize political boundaries

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QUESTIONS

1. What kind of government are you going to organize?

2. How will you gain the support of the people?

3. What will you do about the tribal leaders?

4. How will you stop the military generals from taking over your country?

5. How will you make your country strong economically (what your people produce and sell) and socially (how your people live)?

This activity is to be done by groups of four or five. Sign your name in the space provided when you are ready to begin working in a group.

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Objective III: You will complete independent research in order to compare the standards of living of a tribe in Africa with your own family.

Activity 7 REQUIRED BY ALL

This activity is to be done individually. Study the following chart on "Standard of Living" and answer the questions which follow:

		NIGER	SOUTH AFRICA	U.S.A.
1.	Average income	$75	$375	$2,625
2.	Number of daily newspapers	1	23	1,754
3.	Number of people per physician	65,000	1,900	690
4.	Literacy rate	1%	45%	98%
5.	Number of colleges	0	49	2,132
6.	Population per square mile	55	340	250
7.	Televisions per 10,000 people	0	0	3,270
8.	Cars per 10,000 people	7	58	373
9.	Letters sent and received annually	2 per person	62 per person	367 per person
10.	Years it will take to double population	21	29	44
11.	Radios per 1,000 people	6	69	1,000
12.	Suicide rate per 100,000 people	0	4	11
13.	Population	3,400,000	18,000,000	200,000,000
14.	Telephones per 1,000 people	7	64	459

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Answer the following:

_____ 1. Which country has the fastest growing population?
a. South Africa b. Niger c. U.S.A.

_____ 2. Which African nation has better transportation?
a. South Africa b. Niger

_____ 3. Which African nation has better communication?
a. South Africa b. Niger

_____ 4. Which African nation has better health facilities?
a. South Africa b. Niger

_____ 5. Which country has the happiest people?
a. South Africa b. Niger c. U.S.A.

_____ 6. Which country is most crowded?
a. South Africa b. Niger c. U.S.A.

_____ 7. Which country has the highest income?
a. South Africa b. Niger c. U.S.A.

_____ 8. Which country in Africa has a better education system?
a. South Africa b. Niger

_____ 9. Which country would you consider to be a "modern" nation?
a. South Africa b. Niger c. U.S.A.

_____10. Which country would you consider to be a "backward" nation?
a. South Africa b. Niger c. U.S.A.

11. What does a nation need in order to be considered "modern"? (List at least five things.) You may want to consult pages 25-29 in Voices of Emerging Nations.

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SELF EVALUATION

1. Define each of the following terms.

   a. Extended family
   b. Animism
   c. Polygamy
   d. Subsistence agriculture

2. Briefly describe the roles of men, women and children who live in traditional African tribes.

3. Briefly describe the roles of men, women and children who live in African cities.

4. What are the major problems facing African nations which recently received independence? Which problem is most complex and difficult to solve? Explain why you selected this problem.

5. List five ways your standard of living would change if you were a member of a tribe in either Niger or South Africa.

ENRICHMENT ACTIVITIES

The following activities are optional and should be attempted only after the POST-TEST has been successfully completed.

ACTIVITY: ENRICHMENT 1

Select a tribe in Africa and compile a "Social Customs Inventory" chart. Include this information:

a. How many wives can a man have?
b. Where does the new wife live?
c. What relatives does the family household include?
d. Who is the head of the family?
e. What is the role (duties) of the man?
f. What is the role of the woman?
g. What is the role of the children?

Be sure to pick a tribe which is well known and is likely to have such information compiled about it. Keep a list of the references you use. Add any information which you think is interesting. Put your information in chart form. Use the textual and audio-visual resources of the library as you complete this project.

ACTIVITY: ENRICHMENT 2

Watch the film "Daily Life of Bozo People." There is no narration supplied so you will have to view the film carefully. Make a list of the various activities the Bozo perform in their daily schedule. Using this list, write a paragraph in which you explain how they differ from your daily schedule of activities.

If you have difficulty in identifying their activities, look at your list of "Basic Activities of Man." View the film again. Compare your list with a friend's.

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ACTIVITY: ENRICHMENT 3

Listen to the story, "Umusha Mwaice" on the record "African Folk Tales."

Answer the following:

1. What other story does this tale sound like?

2. How has this version of the story changed from the one you know? (Name at least three differences.)

3. From listening to this tale, give five facts describing how the people live in this tribe.

ACTIVITY: ENRICHMENT 4

The film "Divination by Animal Tracks" shows a rite of the Dogon tribe. There isn't any narration. To help you interpret the film, find out what "divining" is (look up "divine" as a verb, or divination or diviner) and write your definition. Do the same for "soothsayer." Divination is performed by a Dogon soothsayer as a religious ceremony.

With three classmates:
View this film as many times as necessary to make a narration for the film. Give your written commentary to the teacher. The best one will be taped and shown with the film.

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ACTIVITY: ENRICHMENT 5

Read the Springboard's article called "This Magic World." This article will give you a basic understanding of the religion called "animism."

CHOOSE ONE OF THE FOLLOWING STORIES TO READ:

Africa: World Inquiry Series

a. "Atum is Dying"
b. "Civilizations of Africa"
c. "Make an Angry Ancestor Happy"

Discuss the following questions within a group of two to four people and write the answers to the following questions after the discussion:

1. An animist has gods, A Christian has a God. Explain.

2. What part of Atum's treatment might be called "magic?" What part of his treatment might be called scientific?

OR

Do you think Ndamo is religious or superstitious? Why or why not?

3. Cite at least five examples of magic or superstition that we have in our society. Why do people believe in superstition?

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STUDENT RESOURCES

Print

1. Africa: World Studies Inquiry Series
2. Exploring the Non-Western World
3. "African Folk Tales," record, "Umusha Mwaice"
4. Springboards, "Omowale: The Son Returns"
   "This Magic World"
   "Africa Accuses"
5. "Civilizations of Africa"
6. Africa Inquiry Maps

Non-Print

1. "Sacred Rites: Divination By Animal Tracks" - F 509 (Film)
2. "Bozo Daily Life" - F 510 (Film)
3. "City Life in West Africa" - FL 22 (Filmloop)
4. "Progress in West Africa" - FL 23 (Filmloop)
5. "Transportation in West Africa" - FL 24 (Filmloop)
6. "Labor in West Africa" - FL 25 (Filmloop)

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A LEARNING ACTIVITY PACKAGE
FOR GRADE 8

AFRICAN CULTURES IN TRANSITION

TEACHER'S GUIDE

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

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Donald P. Vetter, Supervisor of Social Studies

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AFRICAN CULTURES IN TRANSITION

TEACHER'S GUIDE

This LAP is a possible alternative to Experience III, "Traditionalism vs. Modernism." It meets similar objectives by employing a set of different activities. The LAP should take students approximately seven days to complete. The original form of this LAP was developed by Cheryl Bobbitt and Darlene Weller of West Middle School.

Answers to **Pretest**

I.

A. 3
B. 2
C. 3
D. 1
E. 1

II.

Answers may vary.

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POST TEST

Part I

To test the first objective, you may use notes to complete the chart comparing urban and tribal life styles.

	URBAN	TRIBAL
1. Protecting and conserving life, resources and property.		
2. Production and distribution of goods and services.		
3. Transporting people and goods		
4. Communicating ideas and feelings		
5. Organizing and governing		
6. Satisfying spiritual needs		
7. Beauty		
8. Rearing and training children		
9. Education and advanced thought		
10. Recreation		

Part II

To test the third objective, answer the following questions from the chart entitled "Statistical Indicators of Development, Africa."

A. Which country has the highest literacy rate?

B. The country with the highest daily protein intake?

C. In which country would you expect people to live longer?

D. List the following countries in order of their gross nation product per capita from the highest to lowest.
   1. South Africa
   2. Upper Volta
   3. Niger
   4. Libya
   5. Mali

E. List the countries that would probably be the five poorest.

F. In a paragraph, tell which African country will have the highest standard of living, and list at least five statistical indicators to support your view.

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STATISTICAL INDICATORS OF DEVELOPMENT

COUNTRY	Population Estimate Mid-1972 (millions)	Gross National Product ($ millions)	GNP per capita ($)	Annual Births (per thousand)	Annual Deaths (per thousand)	Annual Rate of Population Growth (per cent)	Life Expectancy at Birth (years)	Annual Infant Mortality Rate (per 100 live births)	Population Under 15 years (per cent)	Population Over 64 years (per cent)	Population in Cities of over 100,000 (per cent)	Literacy Rate (per cent)	Average Per Capita Daily Protein Intake (grams)
AFRICA													
Algeria	15.0	4,270	260	50	17	3.3	53	8.6	47	<5	14	20	56
Angola	5.9	1,670	210	50	30	2.1	36	19.2	42	<5	6	13	40
Burundi	3.8	210	60	48	25	2.3	41	15.0	47	<5	N.A.	10	62
Cameroon	6.0	1,050	150	43	23	2.0	43	13.7	39	<5	6	13	60
Central Afr.Rep.	1.6	220	130	46	25	2.1	40	16.3	42	<5	11	8	44
Chad	3.9	300	80	48	25	2.3	40	16.0	46	<5	N.A.	8	48
Congo(People's Rep	1.0	270	220	44	23	2.1	43	14.8	42	<5	21	20	78
Dahomey	2.8	240	90	51	26	2.6	41	14.9	46	<5	6	20	40
Egypt	35.9	6,870	160	44	16	2.8	52	14.9	43	<5	6	20	52
Ethiopia	26.2	1,880	80	46	25	2.1	40	11.8	45	<5	3	26	76
Ghana	9.6	2,640	190	47	18	2.9	48	----	44	<5	31	20	72
Guinea	4.1	460	120	47	25	2.3	40	12.2	45	<5	3	75	43
Ivory Coast	4.5	1,520	220	46	23	2.4	43	21.6	44	<5	18	25	45
Kenya	11.6	1,680	130	48	18	3.0	40	13.8	43	<5	6	8	59
Lesotho	1.1	80	90	39	21	1.8	45	----	46	7	12	20	68
Liberia	1.2	370	200	50	23	2.7	43	18.1	43	5	7	23	----
Libya	2.0	3,420	1,510	46	16	3.1	54	13.7	37	<5	N.A.	15	41
Malagasy Rep.	7.3	970	110	46	25	2.1	43	----	44	<5	N.A.	27	64
Malawi	4.7	330	80	49	25	2.5	40	10.2	46	<5	26	39	56
Mali	5.3	320	70	50	27	2.3	39	11.9	44	<5	6	22	56
Mauritania	1.2	170	140	44	23	2.1	43	19.0	49	<5	4	5	68
Morocco	16.8	3,600	190	50	16	3.4	53	13.7	----	----	5	3	58
Mozambique	8.1	1,840	210	43	23	2.1	43	14.9	46	<5	N.A.	14	75
Niger	4.1	380	90	52	23	2.9	43	----	46	<5	24	7	58
Nigeria	58.0	6,740	120	50	25	2.6	43	14.8	45	<5	4	5	40
Rhodesia	5.4	1,470	240	48	14	3.4	40	----	45	<5	N.A.	7	76
Rwanda	3.8	200	60	52	23	2.9	----	12.2	48	<5	7	7	59
Senegal	4.1	870	200	46	22	2.4	43	12.4	----	----	11	5	----
Sierra Leone	2.8	490	170	45	22	2.3	42	----	42	<5	N.A.	14	57
Somalia	2.9	190	70	46	24	2.2	43	13.6	37	<5	15	7	64
South Africa	21.1	16,850	710	41	17	2.4	40	16.0	----	----	7	5	49
Sudan	16.8	1,850	110	49	18	3.1	55	13.8	40	<5	7	25	57
Tanzania	14.0	1,360	<100	47	22	2.6	44	14.2	44	<5	52	5	77
Togo	2.0	270	100	51	26	2.5	40	12.1	47	----	5	55	59
Tunisia	5.4	1,270	230	42	16	2.6	51	16.3	48	<5	10	13	60
Uganda	9.1	1,260	110	43	18	2.6	51	12.0	46	<5	22	18	52
Upper Volta	5.6	340	<100	49	29	2.6	49	16.0	41	<5	4	8	63
Zaire	18.3	1,600	90	44	23	2.0	37	18.2	42	<5	N.A.	18	56
Zambia	4.6	1,640	290	50	21	2.9	45	15.9	45	<5	11	18	70
													33
													69

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ANSWERS TO PART II OF POST TEST

A. Ethiopia
B. Chad or Niger
C. South Africa
D. 1. Libya
   2. South Africa
   3. Upper Volta
   4. Niger
   5. Mali
E. 1. Lesotho
   2. Somalia
   3. Mauritania
   4. Rwanda
   5. Burundi
F. Answers may vary - justification of answer is the key to correctness.

RESOURCES NEEDED TO COMPLETE THE LAP

Print

1. Africa: World Studies Inquiry Series
   Field Educational Publications

2. Exploring the Non-Western World
   Globe Book Company

3. African Inquiry Maps
   Sunburst Communications

4. Springboards
   Noble and Noble

5. Voices of Emerging Nations
   Leswing Publications

Non-Print

1. "City Life in West Africa" - FL 22

2. "Progress in West Africa" - FL 23

3. "Transportation in West Africa" - FL 24

4. "Labor in West Africa" - FL 25

5. "Sacred Rites: Divination by Animal Tracks" - F 509

6. "Daily Life of Bozo People" - F 510

7. "Umusha Mwaice" African Folk Tales-record

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